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BOSTON UNIVERSITY

GRADUATE SCHOOL

Thesis

A STUDY OF ACCELERATION IN THE SCHOOLS

of

READING, MASSACHUSETTS

Submitted by

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INTRODUCTION

About eleven years ago Mr. Adelbert Safford, Superintendent of Schools in Reading, Massachusetts, added a new member to his staff of supervisors. She was told to visit the schools, find the pupils who were not doing well, discover, as far as possible, the causes of their difficulties, and to suggest a remedy so that all the pupils might be able to work happily and win some measure of success. A survey of the schools was made later and, as is so often the case, the findings showed a wide spread of intelligence quotients and achievement scores in the same room, the I.Q.'s running from 60 to 167 and the educational ages showing a range of from three to four grades in the same room.

In order to allviate the maladjustment and unhappiness that was discovered a new plan of promotion was devised which was to put into actual practice some of the generally recognized principles of mental hygiene. The school officials were not omly to believe that the emotions and attitudes are of more importance to mental health and normal living than mere intellectual achievements but were to translate this belief into school procedures.

The scheme has been in partial operation for five years and it is the purpose of this thesis to give a report of actual results. There are so many weak places in the working

out of the plan that this can not be considered a scientific study.

Four types of pupils have been studied:

1. The pupils who have been allowed to complete the work of the six grades of the elementary schools in five years;
2. The gifted children who have taken the full six years to cover the work of the elementary school;
3. The dull pupils who have been put into the junior high school at the end of their sixth year in school;
4. The pupils put on a special program who have taken seven or more years to reach the junior high school.

CHAPTER 1

Organization, Grouping, and Method of Promotion

The fact that the schools in the central district were so badly overcrowded that three new rooms had to be opened in January 1926 gave the opportunity to re-group to some extent. It was then that a tentative plan was decided upon.

1. All repeating a grade , except in special cases which must be passed upon and approved by the Department of Research and Guidance, should be eliminated.
2. There should be no skipping a grade unless after a thorough investigation of the case by the Department it seemed best for that pupil and all others concerned.
3. Those children who could and should progress at a faster rate than the majority of their fellows should have the opportunity to do the six years of elementary work in five years.
4. The average pupil should progress at a normal rate taking six years to reach the junior high school.
5. The exceptionally slow pupil should be given seven or even eight years instead of the regular six to prepare for

the secondary school work.

6. A system of special classes reaching from the first grade into the senior high school should be organized.

The first step in carrying out the plan was to divide the pupils in each grade into three somewhat homogeneous groups. There were not sufficient data on all the pupils in 1926 when the plan was first started to make up these groups as carefully as is now done but the results obtained from this start furnish part of the figures for the tables included in this thesis.

If this study was to be of any real value a measuring stick of progress was needed to check up on the school marks and teacher's opinion. Perhaps if we could have had tests carefully fitted to our curriculum and accurately graded they would have been better than the Stanford Achievement Tests but no one in our school system had sufficient training to make out such tests nor had we time to wait for such a piece of work to be finished. Even if we had made the tests it is a big question whether they would be better or worse than those already at hand. The best available battery of tests was the Stanford and we have used them with fairly satisfactory results. The educational ages and grades on the tables are taken from the results of these tests. The

intelligence quotients are based upon the results of three group tests given one in the last part of the first grade, one at the end of the fourth year, and one when the promotion sheets are made and the grouping done in the spring for the junior high school the following September. The Dearborn Intelligence Test, Form A, has been used for the first grade, the Otis Primary Intelligence Test when necessary for a second or third grade test, the National Intelligence Test at the close of the fourth grade, and the Terman Group Test at the end of the sixth grade. The results of one group test might not mean much but an intelligence quotient based on the above schedule is fairly reliable. The Stanford Revision of the Binet test is given whenever there is a big discrepancy between the intelligence quotient and a pupil's school records, where a child has failed to make a satisfactory score in the group tests, or for any other reason that makes it seem worth while or necessary. On the next page is seen both sides of a card which is filled out by different teachers for the child two or three times during his school career. It is rather alarming to see how few of the children seem to gain much if any in these character traits during their journey through our schools.

PERSONALITY SURVEY PUBLIC SCHOOLS

Reading, Massachusetts

Date of Record

Last Name First Name Initial Year-Month-Day of Birth

The following data is to be copied from the report card and sent to the office by the last week in May.

Respect for Authority				
Work Habits				
Reliability				
Cooperation				
Manners to Teachers				
Manners to Associates				

What special abilities has the pupil? _____

_____

What handicaps if any has he? _____

_____

Does he enjoy school? _____

Does he read for pleasure; if so what? _____

_____

What play or vocational interests has he? _____

_____

What are his plans for the future? _____

Teacher _____

This knowledge of the pupil's ability as measured by the results of these intelligence and various achievement tests is supplemented by his school records, by information gained through personal conferences with his teachers, the Director of Health, the Visiting Teacher, club leaders and many of the parents. All this information is put in the individual folder which is kept for each child in the school system and these folders are filed in the office of the Department of Research and Guidance where the grouping is done each year.

Grouping As the method of promotion of all the pupils, both the bright and the dull, depends so much upon this grouping it may be well to sit in for a while with the people who are doing the work.

The first step is to take the information contained in the individual folder just mentioned and to make out what is called the Promotion Sheet for the entire grade. Part of the one for the fourth grade for June 1929 is given on another page. There are no hard and fast distinctions between the groups in the first four grades where the grouping is very flexible and made to fit the needs of the children and administrative problems. In all but the central district all three groups, the slow, the normal, and the bright, may be found in the same room. In that larger district it is nec-

essary to have three rooms for the first grade so the superior children were placed in one room, the normal children in another, and those children who are not yet ready to do standard first grade work or who are too slow to keep up with normal children in another room where the enrollment is much smaller. Here the same flexibility exists as in the first grade room that has all the groups. This means that some time during the first month of school all the entering children are given a classification test which groups them roughly until they have had time to show in just which group each pupil probably belongs. A child who is absent from school in a higher group may on his return go into the next lower group where he will find a class that is doing the work about where he left off. He may work there part of the time until he has caught up with his own group. A program can be so arranged that a pupil may read in one group and do his other work in another group or if it seems wise he may read in two groups to get extra help.

By the end of the first year some of the children have not completed enough of the first year's work to be able to handle the work of the second grade so they are promoted to grade 1½ to work as a lower group in the same room with the lowest of the normal class who are hardly ready for a

straight promotion. T he average pupil will go into the straight second grade while those children who have done outstanding work will be promoted to grade 2½. The rooms to which they will be assigned will have to depend upon circumstances but they will have the opportunity to finish the work of the second grade and to do as much of the third grade work as they can. As our records show many of these go into the fourth grade and do good work. The following may make this way of promoting clearer than a lengthy explanation.

John with superior intelligence, Mary who is a perfectly normal average child, and Henry who is a little below the normal in intelligence and quite slow in the mastery of school subjects have come to the close of their first year in school. John can read better than most of the children in the lower half of the present second grade so is promoted to grade 2½. Somewhere along his course he will gain another half year and at the end of his fifth year in school will enter grade 7 in the junior high school.

Mary will be promoted to the straight second grade and will probably enter the junior high school at the close of her sixth school year.

Henry will be promoted to grade 1½ where he will receive the teaching that he needs to have before he can do the work of grade 2. He will progress more slowly but will get regular promotions until at the end of seven or possibly eight years he wiil reach the junior high school where he will find work specially planned to meet his needs and without the worry and heartache of being left behind to repeat a year's work.

Method of promotion At the end of the fourth grade very careful grouping is done and the method used then is continued until the end of the tenth year in the senior high school. All the fifth and sixth grades are consolidated in one building and given departmental work. Nine rooms are available for these grades. The work is largely individualized so that a pupil can proceed at his own rate of speed on the mechanics of his grade work and having covered the necessary factual work can continue in more creative work. There are five groups in the fifth grade this year. Room A will be made up of the superior children; Room B will have the high normal; Room C will have the average pupils; Room D will have the low normal children; Room E will contain the 4½ group. It will have some accelerates who should make the

Fourth Grade Promotion Sheet, June 1929

Name	School	Date of Birth	Chronological Age April 1.	Mental Age	Test given	I.Q.	School Marks	Weakest Subject	Stanford Tests Achievement Age	Achievement Grade	Grade in Reading	" Arith.	Health mark indicate satisfactory condition	Work Habits mark indicates average.	Progress Point since last test. 6 month to year.	Placement for year ending 1929 to June 1930	Remarks	Promotion made June 1930
			yrs. mos.	yrs. mos.											yr. mos.			
M. A.	C.	1920-10-27	8-5	10-11	n	130	B	Lin with	10-6 8-5	4.5 3.0	5.3 '	3.7		C	1-5	4½	needs special attention	6B
A. B	P	1919-9-5	9-7	9-10	o n	116 103	C-	Arith.	9-0	4.0 3.3	4.6	3.4		very good	7	4½	needs encouragement	5½
C. B	C	1921-2-14	8-2	11-8	o n	110 143	A+	none	12-4 10-10	6.5 4.9	8.6	4.9		Very Good	1-6	5A	Accurate	6A
L. B	P	1919-6-3	9-10	12-0	o n.	111 122	A-	"	12-8 12-0	7.0 6.4	7.1	6.6			6	5A		6A
E. B.	C	1921-7-16	8-9	10-11	o n	110 125	B+		10-11 10-1	4.9 4.2	4.9	4.9			7	5B		6D
R. B.	C	1919-4-29	9-11	9-7	o n	109 97	Eng. B Read C Arith B-		9-8 9-2	3.9 3.4	4.5	4.0			5	4½	very slow twin sister 1yr. ahead	5½
C. B	L	1920-3-14	9-1	11-11	o n.	121 131	B-		1-10 1-0	4.9 5.0	5.8	5.0			Good 1	5B		6A
B. C.	C	1920-6-15	8-10	9-6	n	108	Eng. B Read a- Arith. F	Arith.	9-11	4.0	4.6	4.1			no Test 1-8	5C		5½
M. A.	C	1920-3-3	9-1	9-1	o n. D.	163 100 99	B+	none	9-11 8-9	4.0 3.1	4.2	4.1			9	5D		6D
R. C.	C.H.	1918-9-8	10-7	8-4	n	98	C-		10-1	4.2	4.4	4.3			Came from another room	5D		5½
M. C.	C	1919-7-19	9-9	10-5	n	107	B		10-4 8-10	4.4 3.2	4.6	4.8			1-2	5C		6I

sixth grade or at least grade 5½ next year and the slower pupils who have not mastered the material of the fifth grade sufficiently well to go into Group D but who should do much more than straight fifth grade work. Grade 5½ is counted in with the sixth grades as the 4½ is counted in with the fifth grades.

Our object is to place together in one room the pupils who can work together to the best advantage both for the group and the individual, in other words to make the group as homogeneous as possible. First, other things being equal, pupils who have about the same educational achievements would be expected to work well together and be able to master in about the same time the new materials which the next grade will offer them the coming year.

To illustrate how the assignments for the next year are made the promotion sheet on the following page may be used. The column marked 29 and 30 gives the grade placement for the pupil June 1929. The last column does not occur on the regular sheet but has been added here to show the promotion of the pupil in June 1930. Each pupil is taken up in turn as his name comes on the list. Of course there is no question about the great majority of the pupils and these can be placed very quickly. Any questionable cases are checked

For later consideration and conference.

M.A. was accelerated a half grade before, is under age chronologically, below the median age educationally, and is much below the grade median in arithmetic. He is not much above the median mental age but his high I.Q. and a gain of a year and five months educationally last year entitle him to a chance for acceleration. It was also found that he needs to be pushed and kept interested in order to do good work so he was placed in grade 4½ where he would have an opportunity to do the unfinished work of grade four and as much of the work of grade five as he is able. As is shown by the assignment of last June he made good in spite of the fact that he failed tomake a real satisfactory adjustment with one or two of the teachers.

E.B.has been accelerated a grade before this and is so young that her people did not think it wise to do more than place her in the highest group of grade five. The children in this group did much in the line of enrichment.

A.B. is below in all points and comes from a poor home. His I.Q. is fair and he is a very hard worker. He must be placed where he can finish the work of the fourth grade and do more if possible. He will probably need three years more before being ready to do the work of the junior high school so he was put in grade 4½. The results shown in June 1930 prove

that he has not yet caught up enough to warrant his entering the sixth grade so he was put in grade 5½.

D.B. should have been accelerated but his people were unwilling so he went into the highest group in grade five.

F.B. there was no question about this child so she went to grade five group B.

B.C.'s work in everything except arithmetic entitled her to a straight promotion to a group where she could have extra help in that line so she was put in grade five group C. Even with that help as the assignment of June 1930 shows she could not quite reach the grade so she was put in grade 5½.

R.C. without any question must have three more years of work before going to the junior high school. Both he and his parents were quite discouraged over his situation so the visiting teacher was called into consultation and a very nice cooperative attitude has resulted.

The case of a very bright girl came up for special consideration. The nurse reported that she was a highly nervous child without much physical stamina who shouldnot be put under any pressure or in a group where there was keen competition.* Probably the most outstanding feature in this plan and the one to which its success is largely due is

* She was therefore placed in a group of quiet steady workers where she could afford to be absent a few days without any worry.

this practical application of the principles of psychology to the every day problems of school grading and promotions.

Homogeneous grouping There is quite a difference of opinion in educational circles as to the advisability of homogeneous grouping . As this thesis is not intended to be an argument either for or against this method of grouping pupils only a few points will be mentioned. Recently a questionnaire was sent to the teachers of the intermediate and junior high schools in Reading in an effort to find out,"in what repute the plan was held by the teachers". The study tends to give,"some light on the validity of some of the commonly mentioned objections to grouping".*

Some of the questions were:

2. In your opinion do the children actually learn more under this system of grouping than before it was practiced? How do you know?
3. Do you find it easier to teach homogeneous groups than heterogeneous classes? In other words, as a method of indivualizing instruction is grouping helpful to the teacher?
4. Do you have fewer disciplinary problems? More?About the same?

Lincoln,Edward A. and Wadleigh,VernaL.,Journal of Educational Research,April 1930, 277-82.

* The questions which have no direct bearing upon the question in hand have been omitted.

5. Are the bright children becoming egotistical or developing any unsocial trends?
6. Are the dull pupils contented in their assigned places, or do they express dissatisfaction and give evidence of any inferiority feeling?
7. Does grouping tend to brand or stigmatize the pupil?
8. Is it tending to limit the possibilities of development of the individual child? This is known as "Determinism" in education, not in keeping with the ideals of a democratic American school. The Miller plan of instruction is supposed to counteract this danger.
12. Does grouping cause the bright child to put forth less effort?
13. By losing his contacts with the activities and recitations of the brightest pupils has the dull child lost more than he has gained through segregation?

The answers are listed as favorable or unfavorable, undecided, unanswered. See tables on the next page. There was real disagreement on question 5. All but one of the nine teachers in the intermediate school had noticed this tendency but of the sixteen replies from the junior high school "but five teachers noticed anti-social trends".

Table 1

Answers from twenty junior high-school teachers

Question	Favorable	unfavorable	Undecided	Unanswered
2	14	1	2	3
3	13	4	0	3
4	11	0	4	5
5	11	5	4	0
6	13	7	0	0
7	12	7	1	0
8	15	1	0	4
12	14	3	1	2
13	14	4	2	0
Totals	117	32	14	17
Percent	67.0	17.7	7.7	9.4

Table 2

Answers from nine intermediate school teachers

2	6	1	1	1
3	7	0	0	2
4	7	1	0	1
5	1	6	1	1
6	5	3	0	1
7	6	1	1	1
8	5	0	1	3
12	5	2	0	2
13	5	2	0	2
Totals	47	16	4	14
Percent	58.0	19.8	5.0	17.3

Part of the summary is as follows:

1. The teachers were of the opinion that children actually learn more under the Reading system of Ability Grouping than they did before it was practiced.

2. Teachers found it easier to teach homogeneous groups.

3. Fewer disciplinary problems appeared after ability grouping was introduced.

4. The teachers were about evenly divided on the question as to whether grouping tends to make the bright child egotistical and anti-social. In the intermediate school there was a decided belief that bad results do follow grouping, but in the junior high school the weight of opinion was very much the other way.

5. There was a decided weight of opinion that the grouping does not develop inferiority feelings in the dull pupils. The opposite view, however, was held by about one-third of the group.

6. It was generally believed that grouping does not brand or stigmatize the pupil, <u>if it is properly administered</u>.

7. Grouping does not cause the bright child to put forth less effort. In fact, he is generally stimulated to exert himself to a greater degree than he is in a heterogeneous

group.

In conclusion, it may be said that the study clearly indicates the excellent possibilities of ability grouping carefully planned and wisely carried out. It is true that there are difficulties and dangers, and that not all the problems have been solved."

[1] The Ninth Yearbook of the Department of Superintendence devotes eight pages to arguments for and against homogeneous grouping. Of five hundred superintendents contributing, ninety-nine expressed an opinion that pupils put in the lower groups sometimes develop a sense of inferiority. One hundred seventy-three, however, said that" slow learners in separate groups are not discouraged by the superiority of others." Eighty-two were of the opinion that the slow pupils were happier in homogeneous groups.The sting of failure is removed. Nineteen said that it prevented the development of an inferiority complex. Only seventy-five mentioned that pupils in the higher groups were apt to develop a superiority complex and eleven thought that being" matched with his peers" would have the opposite effect.

[2] Allport brings out other reasons for homogeneous grouping. He conducted a series of experiments on much the same

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[2] Allport,Floyd H. Social Psychology, 1924.

[1] The Department of Superintendence, Ninth Yearbook,N.E.A., February, 1931,p. 121.

lines as those of Dr. August Mayer, Dr.F.Schmidt, Professor Meumann, and Dr. W. Moede to determine the social response within the group. Only a few of their findings which bear directly upon this problem can be mentioned here. Dr.Mayer[1] found that there was a gain in the average quantity of work done in the group amounting in some cases to from 30 to 50 percent of the score made when working alone. There were also fewer errors in the group performance than in the work done by the subjects when working alone. "Another interesting result was the greater uniformity of the work of individuals when under the group condition. Working in the group produced a lower average deviation among the scores of the workers than did solitary work." Notice, however, that while he says,"The social stimulations present in the co-acting group bring about an increase in the speed and quantity of the work produced by the individuals" , this social increment " is greatest for the least able workers and least for the most able." Dr. Moede says[2]," The effect of rivalry, like that of social facilitation, varies inversely with the ability of the worker." In 1914 Dr. Moede published an account of rivalry in speed of tapping and of hand grip.

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(2) Moede,W.,"Der Wetteifer, Seine Struklur und sein Ausmass," Zeilschrift fur Padagogische Psychologie, 1914,xv, 353-68

(1) Mayer,A.,"Ueber Einzel-und Gesamtleistung des Schulkindes," Archiv fur die Gesamte Psychologie,1903, 1, 276-416.

Seventeen boys between twelve and fourteen years of age participated. The more rapid tappers made actually lower scores when tapping in competition with the others than when working alone. The speed of the nine slowest individuals, on the other hand, showed a distinct social increment. " By separating the superior half of his group of tappers and allowing them to compete among themselves Moede found that a distinct social increment, instead of a decrement as formerly, was obtained.

The report of a set of experiments conducted by Irving C. Whittemore shows about the same results. He says," The subjects least capable in speed profit most by competition;" that, " All subjects do poorer work when competing than when not competing". He gives two exceptions to the last statement. He also found that," All subjects turn out more work when competing than when not competing." To quote from Allport again ," The more rapid workers, realizing the ease with which they excel, lose interest in the competition and slacken their efforts; whereas the slower subjects, provided they are not hopelessly out classed ,are aroused to greater effort through their zeal to rival the others." It seems therefore that," Inorder to get the maximum effect from rivalry, two individuals be about equally matched in ability."

Whittemore,Irving G.,The Influence of competition on Performance. An Experimental Study, The Journal of Abnormal Psychologyand Social Psychology,Vol.xlx,Oct, and Dec.,1924,236.

CHAPTER 2

Pupils Who Have Done the Six Years of Elementary Work in Five years

Reasons for Acceleration While there is such a difference of opinion as to the wisdom of accelerating children in the schools it is perhaps well at the beginning of this chapter to give some of the reasons for making a systematic plan for acceleration. The following pages will tend to prove that as far as school work is concerned the bright child does not need more than five years for his preparatory work. This fact alone, however, does not fully answer the question, " Why accelerate the superior child? ", especially as he finishes the high school too young to enter college. I am not fully convinced that we have any adequate proof that he is too young to do good college work.

While it is worth while to save a year's time for the superior child who will probably spend four years in college and then one or more in some advanced institution to specialize , before going out into the business world, that is not

the greatest reason for accelerating him. He needs less drill work than his slower class-mates, and being able to grasp a new subject much quicker than they, either develops careless habits of work or loses much of his interest.

All authorities are agreed that he must be given an enriched program. With the present facilities in the average public school and the fact that most of the teachers in service have been trained to teach the average and slow pupil believing what they often say," You do not have to bother with the bright child. He will learn in spite of you." the brilliant child does not get much real enrichment. There is a question if, because he can get his arithmetic lesson more quickly than his fellows, it is wise to reward his efforts by giving him more arithmetic to do even if is of ,a somewhat more advanced type.

Then so often there comes a time when the child loses all interest in school work and fails to work anywhere nearly up to his ability. He lacks the stimulus of competition with others of the same ability as himself. He becomes bored with waiting for the slow pupils to understand the material which has become an old story to him and must have new fields to conquer to keep him alert.

When the new rooms were opened the first steps were taken towards carrying out the plan. Seventeen who were the poorest in scholarship in the sixth grade were put in one of the new rooms with seventeen of the very highest from the fifth grade to make a $5\frac{1}{2}$ group. In another room twenty-two of the best from the third grade were put with eighteen of the lowest from the fourth grades. Twelve children who were repeating the first grade were chosen to be promoted into the low second grade. The points used in selecting these pupils were (1) teacher's opinion, (2) school marks, (3) work habits, (4) self-control, (5) intelligence quotient, (6) health, (7) test results when available. Nothing was said to parents, teachers, or pupils about doing double work. Care was taken not to mention acceleration. Teachers were told not to hurry the younger children but to give them all the work that they wanted to do and not to hold them back. In less than two months the two teachers who had the bright third grade children and the bright pupils from the fifth grade asked the director what they should do with the younger groups. At first the third grade had been content to listen to the older class-work but soon they asked to do both spelling lessons, then after proving that they could easily do that they

asked for a double list of the third grade words so that they could finish them and have only one lesson to get. This took but very little time and there was only one class in spelling with the younger pupils easily leading. In the mean time they did the arithmetic of both grades and had gradually joined the geography ,history, and language classes where they easily out-ranked the slower fourth grade children. The table on the next page gives the results of the Stanford Achievement Tests given in June 1926.

The story of the accelerated fifth grade pupils is but a repetition of the third grade story plus the fact that being older they joined the sixth grade quicker and did a large amount of outside reading. It was a question just what to do with these pupils who were ready to step into the junior high school a year ahead of schedule time. It was finally decided that if they could pass the Stanford Tests as high as the regular sixth grades they should go ahead. * Page 25 gives the standing in June 1926. The pages following give part of their records since.

* Page 24

* EDUCATIONAL AGES FOR GRADE SIX FROM RESULTS OF THE STANFORD ACHIEVEMENT TESTS GIVEN APRIL 1926

Accelerates	Six D	Ungrouped 6th	Six B	Six A and C
14-9	12-8	14-11	13-6	15-7
14-9	12-4	14-9	13-3	15-1
13-6	12-0	14-8	12-9	13-10
13-2	11-11	14-7	12-4	13-2
12-11	11-9	14-0	12-4	12-8
12-8	11-4	14-0	12-2	12-8
12-7	11-2	13-9	12-2	12-7
12-6	11-0	13-6	12-2	12-7
12-5	10-10	13-4	12-2	12-6
12-5	10-9	13-2	12-0	12-6
12-0	9-10	13-0	11-11	12-6
11-11		12-11	11-11	12-6
11-8		12-11	11-10	12-5
11-8		12-11	11-10	12-5
11-5		12-10	11-9	12-4
10-9		12-9	11-9	12-2
		12-9	11-9	12-2
		12-8	11-8	12-2
		12-8	11-8	12-0
		12-6	11-8	11-10
		12-4	11-8	11-10
		12-4	11-6	11-9
		12-2	11-5	11-8
		12-2	11-5	11-8
		12-1	11-4	11-6
		12-1	11-4	11-3
		12-1	11-4	11-2
		12-0	11-3	11-0
		11-11	11-3	10-9
		11-11	11-3	10-7
		11-11	11-2	10-5
		11-8	11-1	10-4
		11-8	11-1	10-2
		11-8	11-0	
		11-6	11-0	
		11-5	10-11	
		11-3	10-9	
		10-10	10-9	
		10-9		
Median 12-5½	11-4	12-6	11-8	12-2

Median for the entire sixth grade 12-1

This table shows that by a standard test the accelerated group was better prepared for the junior high school than any other group in town.

* See page 23

Records showing the standing of the first accelerated group upon entrance to the junior high school.by individual pupil.

Table C

Pupil	Chronological Age	Educational Age	E. D.	I. Q.	C. Q.
T. C.	7-1	14-9	148	129	[illegible]
R. T.	11-3	14-7	131	128	102
B. P.	11-0	14-7	35	134	100
P. S.	11-0	13-6	122	118	103
D. L.	10-10	13-2	121	118	102
R. S.	9-11	12-11	130	122	106
P. R.	9-10	12-8	128	112	114
R. P.	11-2	12-6	112	104	107
C. G.	11-2	12-5	111	110	100
F. R.	10-9	12-0	112	106	108
J. R.	9-9	11-11	122	114	107
M.	9-9	1-8	119	118	100

See page 23

Records showing the standing of the first accelerated group upon entrance to the junior high school.

Table E

	Accelerates		Low Sixth 5½		Six B		Six A and C	
	Educational Age	Grade	Educational Age	Grade	Educational Age	Grade	Educational Age	Grade
High	14-9	8.6	12-8	7.0	13-6	7.7	13-7	8.9
Median	12-9½	7.1	11-4	5.5	11-8	5.8	12-4½	6.5
Low	11-8	5.9	10-9	4.9	[illegible]-9	4.7	10-2	4.3

Table F

	Accelerates		Sixth Grade	
	Chronological Age	I. Q.	Chronological Age	I. Q.
High	11-2	134	16-0	148
Median	10-9	118	11-7	105
Low	9-9	104	10-0	97

Records of pupils who did the fifth and sixth grade work between September 1926 and June 1927.

Table D

School Marks

		Grade 7			8			9				10				
		1926	1927		1927–1928			1928–1929				1929		1930		
Name	I.Q.	Math.	Eng.	Social Study	Math	Eng.	Social Study	Math.	Eng.	Electives		Math.	Eng.	Electives		
T.C.	129	C+	B	A	C-	B	A	B	C	Science B	French C	F	B	Latin C	French C	
B.S.	134	B	B	A-	B	C+	A-	B+	A-	Latin A-	French B-	C+	B	Latin B+	French B-	Hist. B+
D.L.	118	C	C+	B-	C-	C-	C	C-	D-	Latin C	French F	F	D	Biology D	German F	
J.H.	118	B+	A-	B+	B	A	B+	B+	B	Business B	Social Study A-	C-	B+	French C	Latin D+	Stenog. dropped
R.P.	105	C	B	B+	C-	C+	C+	C+	B+	Social Study B	French A	Com. Geog. B	C	French C-	Type D	Stenog. A
P.R.	112	B	A-	B+	C	C+	B-	F	B-	Social Study B	French B	D	C	French F	Biology C+	Hist. D+
J.R.	114	B	B-	B+	B	C+	B-									
E.R.	105	C	B	B	C+	C+	B-	Ill	out year	moved	of	Book Keeping F	C	Biology D	Type F	
P.S.	118	B	B	B	C+	C+	B-	B-	C	Social Study B	French D	D	C-	French C-	Biology B	
A.C.	122	B-	B	B	C+	C+	B-	B+	B-	Latin C	Social Study C+	C	C+	French C-	Hist. C-	
R.T.	140	B	A	A-	B-	B-	A	moved		out of	Town					
C.G.	110	B-	C+	A-	C+	C	B+	B	B	Shop A-	Social Study B-	Book Keeping B	C+	Biology B	Type B	

F indicates failure to pass.

The table on page 27 gives the records of the first group to enter the junior high school at the end of five years in the elementary grades. No attempt to accelerate these pupils was made until in January 1926 when the leading pupils in the fifth grades in one building were put into a room with a low sixth grade. In June all the sixth grade pupils in town were given a Stanford Achievement Test and these accelerated fifth children took the tests with them. Pages 24, 25, and 26 contain tables showing the comparison of the different groups. Twelve of the accelerates entered the junior high school and eleven of them were still in our schools June 1930.

On the following page is a * table showing the records of twelve children who had been six years in the elementary grades. These twelve were chosen because of having nearly equivalent I.Q.'s and taking the same courses in school.

To get still another comparison the table on page 34 gives the records of sixteen children who stood at the very top of their grade but were not accelerated. They were put into a special class and given more or less of an enriched course. As a result of this all but two of them passed into the junior high school from six months to two years ahead of the grade. Most of the girls have kept up to their high standard of work but the boys are not doing anything much above even if up to the

* Table G

The records of twelve non-accelerated pupils chosen because of having nearly equivalent I.Q.'s to the accelerated pupils and taking the same courses in school.

Table G

			Grade 7			Grade 8			Grade 9								
			9-26 1927			1927 - 1928			1928 - 1929			0 1929 - 1930					
	me	S.Q.	math.	Eng.	Social Study	math.	Eng.	Social Study	Math.	Eng.	Electives		math.	Eng.	Electives		
	R.C	26	B-	B	A-	B+	B	B	B	B-	Latin C-	French B	C+	B	Latin B	French B+	Biol A-
	R.C	117	B+	A-	A-	B	C+	A-	A-	A-	Latin A-	Social Study B+	A-	A-	Latin B	French B+	Hist B
	L.E.	116	B	A	A-	C+	C+	B+	C-	B	French D	Latin C-	C+	B-	Latin C+	French B-	Hist. B
X	R.G.	118	B+	A-	A-	C+	C+	B	B	C+	French D+	Social Study B	F	D	French F	Hist. D-	
	R.H.	117	C	B	B-	C+	C+	B+	A	B+	Latin B	French B	B+	B+	Latin C+	French C-	Hist. B
	E.H	121	B	B	B	A	B+	B+	A	B+	French A	Business Type B- C	Book K'g A-	B+	Steno A-	Type C	
	H.M.	110	A	B+	A	B+	C	B+	B	F	French C-	Social Study C-	Book K'g C	C-	C. Geog. C	Type D	Biol. C
	R.M	123	A	A	A	A	A-	A-	A	A-	French B+	Latin A	A-	B+	French B	Latin A-	Hist. B+
	R.R.	118	C	B	B	C	C+	B	C	C	Business C+	Social Study D-	Book K'g F	C-	C. Geog. C	Type F	
X	S.S.	137	B	C-	B	C	C+	C	C+	C+	Latin C-	Social Study C	D	D+	Latin C+	French C+	
	L.W.	115	B+	A	B+		B-	A-	B	B	Social Study B+	Man. Tr. A	Book K'g C+	C-	French C-	Type C-	
	C.K.		A-	A	A-	B	B+	A	A	A-	French A	Latin A	A-	A	French A-	Latin A	Hist. B+

See page 28

average of the higher groups in the second quartile of the grade.

On page 31 is the table showing the records of 13 pupils in the same class in the senior high school as the accelerates. These pupils were chosen by taking the first name on the list and every seventh name after until we had a fair sampling of the group. The tables on page 35 give some comparisons of the school marks of these four groups.

The next accelerated group to enter the junior high school went along with the regular grades until they were put in a special group at the beginning of the fifth year. At the end of that year seven were promoted to the junior high school. Their records are shown in the table on page 36. Five of them are still in our schools and there has been but one failure.

Table H

School marks of thirteen pupils in the same class as the first group of accelerates. This is an unselected group.

Name	I.Q.	Math.	Eng.	Electives			
R.A.	100		C-	Com. Geog. C-	Biology D	Stenog. C-	Type C
R.B	117	C-	C+	French C	Biology B-		
B.C.	102	Voc. Arith. D+	D	Man. Tr. B	Occupation C+		F
C.C.		Voc. Arith. C	C-	Printing B	Occupation C-		F
D.C.	136	C+	C+	History C	Latin C+		
H.C.	821		C+	Com. Geog. D	Occupation C-		D-
F.D.	114	Voc. Arith. C	D	Com. Geog. C+	Book Kg. C-		F
J.D.	115	F	B-	Latin F	French C-		
W.F.		Voc. Arith. C-	C-	Man. Tr. B-	Occupation C+		
F.F.		Voc. Arith. C	C-	Man. Tr. B			C
A.G.	121		B	Book Kg A	Com. Geog. B	Stenog B-	Type C
C.H.	111	F	F	French D-	Occupation C+		
G.H.			C+	Com. Geog. B	French C+	Stenog. C	Type D-

See page 30

Tables 1 and 2 give the records of the sophomore classes of 1930 and 1931 in geometry as shown by teachers' marks. The number of accelerates is so small in comparison with the others that these records give us no good basis upon which to form a judgment as to the effect of acceleration upon mathematical ability.

Table 1

Class marks in Geometry of the accelerated and non-accelerated pupils for two years.

1929 and 19[illegible]									
Accelerates					Non-accelerates				
A	B	C	D	F	A	B	C	D	F
0	[illegible]	1	2	2	2	12	14	13	14
	.	20%	40%	40%	$2\frac{7}{11}$%	$21\frac{9}{11}$%	$25\frac{5}{11}$%	$23\frac{7}{11}$%	$25\frac{5}{11}$%

Table 2

1930 and 1931									
Accelerates					Non-accelerates				
A	B	C	D	F	A	B	C	D	F
2	1	-	0	1	6	9	18	7	15
$66\frac{2}{3}$%				$33\frac{1}{3}$%	$10\frac{10}{11}$%	$16\frac{4}{11}$%	$32\frac{8}{11}$%	$12\frac{8}{11}$%	$27\frac{3}{11}$%

See page 32

Table H+

School marks for sixteen superior non-accelerated pupils who were in a special class for their sixth year.

			7th Grade 1928 - 1929			8th Grade 1929 - 1930		
Name	Ed. Age	I.Q.	Math.	Eng.	Social Study	Math.	Eng.	Social Study
E. B.	7.4	121	B+	A	B	B	B	A
C. C.	8.9	144	A	A	A	A-	A	A
B R. D.	8.5	120	C	C-	B-	C	C-	B+
U. H.	7.4	124	B-	B	B	B	B+	B+
B J. H.	9.3	148	B	A-	B	B+	C-	B
E. L.	8.6	134	A	A	A	A	A	A
B G. M.	9.2	132	C	C+	B+	C	D	C
J. M.	8.2	126	B	B+	B+	B	B	B+
F. M.	8.4	125	C	B-	B	C	C+	C+
D. P.	7.6	122	A	A-	A	A-	A	A
M. P.	8.6	131	A	A	A	B	A-	A
B R. P.	7.6	107	C+	B+	B+	C+	C	B
R. P.	9.2	131	A	A-	A-	A	B+	B
B L. S.	8.2	134	C	C+	B	C	C	B
J. T.	9.2		A	A	A	A	A	A
D. S.			C+	B-	C+	C	C	C

B marks the boys in the group.

See page 28

T able I

Comparison of school marks of four different groups.

Number of failures	Accelerates				Equal non-accelerates				Superior non-accelerates		Unselected non-accelerates
	Grades				Grades				Grades		Grade
	7	8	9	10	7	8	9	10	7	8	10
0	12	12	8	6	12	12	11	10	16	11	8
1			2	2			1				3
2				2				2			2
% having no school mark below B	$58\frac{2}{3}$	$16\frac{2}{3}$	40	0	75	$33\frac{1}{3}$	$41\frac{2}{3}$	25	$62\frac{1}{2}$	$56\frac{1}{4}$	0

See page 30

Table J

School marks of the second accelerated group to enter the junior high school

		Grade 7			8			9				Mid-year mark in grade 10				
		1927 - 1928			1928 - 1929			1929 - 1930				1930 to Jan. 1931				
Name	I.Q.	Math.	Eng.	Social Study	Math.	Eng.	Social Study	Math.	Eng.	Electives		Math.	Eng.	Electives		
P.C.	115	B	A	A-	B	A-	B	B	B	French A-	Social Study B		B-	Stenog. C- Typ. C+	Com. Geog. B+	French C+
K.C.	104	C-	C+	B	[illegible]											
E.K.	142	[illegible]	B	[illegible]	B+	B-	B+	B	A	Social Study A	Latin A-	A-	A	Hist. A-	French A-	Latin A-
E.C.	15	B	A-	B	C+	B	C	C-	C	Social Study B-	Math D	F	C-	Biol. B-	Hist. C-	Latin C+
C.R.	140	C-	B-	C-	B-	C	A-	A	B+	Social Study A	Latin A+	A-	A-	French A	Hist. A	Latin A
M.R.	133	C+	B	B	A	B+	B-	C+	B-	Social Study B	Latin B-		B-	Stenog. C Typ. B	Com. Geog. B	Latin C-
A.S.	111	C+	C+	B	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]				

See page 30

Three groups of children are now in the junior high school having reached there through programs providing for acceleration from the third grade. Page 22 gives an account of the first group to start this work.The table on page 38 gives the results of the Stanford Achievement Tests given to all the pupils in the fourth grades.in June 1926. The table on page 39 gives their records since that time. In June 1926 three of them had reached the median for the fourth grade and six showed a gain of over a year. In June 1927 four were above the standard required for promotion to the sixth grade. At the end of the next year eight were fully up to the average of the entering class in the junior high school and all but one made good in the seventh grade.

This boy,J.K., is a rather unusual case. He is the only one of a large family of children to be above the moron class. His father drinks and the mother is ignorant and the house and younger children are absolutely filthy. Whether this boy can be saved from utter demoralization and become a respectable citizen is practically up to the school.

N.W. has always been a school problem and should have a Binet Test. He passed a national Intelligence Test with a score of 147 as his I.Q. Later in the junior high school he got only 108 in a Terman Group Intelligence Test. As but very little data

were available in January 1926 the teachers' opinions were the largest factor in picking out the pupils for acceleration.

The second group made but one failure in their first year in the junior high school.

By June 1928 more detailed information was at hand so that the children for the third group were picked more carefully than had been possible before, therefore the records are better. At the end of the second year five of these children had passed tests up to the standard for the promotion of third grade p pupils into grade four. At the end of their third year all but one passed the test above the class standard for promotion to the fifth grade. In January, 1931 all the entering class in the junior high school were given Form X of the Stanford Achievement Test. In a class of one hundred fifty the accelerates stood 4 were in the ten highest in the class

2 others were in the upper fourth

4 " " " " second "

2 " " " third "

and eight , 66 2/3 %, were above the standard grade.

Educational ages taken from the scores on the Stanford achievement test given to all four groups in the fourth grade, in June 1926.

	Accelerated 3rd	Low 4th	Average 4th	High 4th
	11-3	11-1	11-9	12-11
	10-10	10-11	11-8	12-6
	10-9	10-10	11-7	12-7
	10-8	10-2	11-6	12-4
	10-8	10-7	11-6	12-4
	10-8	10-5	11-3	12-4
	10-8	10-5	11-2	12-0
	10-7	10-4	11-2	12-0
	10-7	10-2	11-2	12-0
	10-6	10-2	11-1	11-11
	10-6	9-11	11-1	11-11
	10-4	9-10	10-11	11-10
	10-4	9-10	10-10	11-8
	10-4	9-10	10-9	11-8
	10-3	9-7	10-9	11-7
	10-2	9-4	10-9	11-6
	10-1	9-1	10-8	11-6
	9-11	9-0	10-7	11-6
	9-11		10-7	11-6
	9-8		10-7	11-5
			10-7	11-5
			10-6	11-5
			10-5	11-4
			10-5	11-4
			10-5	11-3
			10-5	11-3
			10-5	11-3
			10-4	11-1
			10-3	11-1
			10-3	11-1
			10-2	11-1
			10-2	10-11
			10-2	10-11
			10-1	10-9
			9-11	10-9
			9-11	10-9
			9-9	10-9
			9-9	10-9
			9-5	10-8
			9-4	10-7
				10-6
				10-6
				10-3
				10-2
				10-2
				10-2
Median	10-6	10-2	10-7	11-4

Median for the entire fourth grade 10-9

See page 37

Table K

Test marks of the first group accelerated from the third grade and school marks for the first year in the junior high school

Name	I.Q.	1926		1927		[illegible]		Jr. High 1928-1929			1929-1930		
		Ed. Age	Gr.	Ed. Age	Gr.	Ed. Age	Gr.	Math	Eng.	Social study	Math.	Eng.	Social study
C. B.	103	9-8	3.9	10-11	5.[illegible]	12-1	6.[illegible]	C+	A-	B-	C	[illegible]	C
R. C.	109	10-8	4.7	12-1	6.3	12-11	7.2	C	B	C	C-	C+	C
P. C.	[illegible]	9-11	4.0	[illegible]-9	4.8	12-2	6.4	C	B-	B	C	C	C
A. C.	102	10-8	4.7	12-2	6.4	12-11	7.2	C	C+	C	C+	C	C
J. C.	[illegible]	11-3	5.4	11-7	5.7	2-[illegible]	7.2	C	C	C	C	C-	C
J. D.	117	10-8	4.7	11-9	5.9	13-5	7.6	C	C+	C+	C	C+	A
W. G.	76	10-2	4.3			11-1	5.2	Special class					
E. G.	95	10-1	4.2	10-10	4.9	11-2	5.3	D	C	D+	F	D	C
F. J.	105	11-6	4.5	10-9	4.8	11-[illegible]	5.7	C+	C+	B-	B-	C+	B
J. K.	118	10-8	4.7	11-8	5.8			E	C	E	Repeating 7		
E. J.	121	10-9	4.9	11-5	5.6	[illegible]-2	7.3	C	C+	C-	C	C+	C
J. M.	106	10-4	4.4	10-10	4.9	2-6	6.6	C	C+	C+			
C. M.	118	10-7	4.6	11-11	5.0	11-10	6.0	C	C-	C	C	C-	C
B. P.	127	10-4	4.4			12-6	6.2	B-	B	B-	B-	B	B-
M. P.	109	10-3	4.3	10-7	4.6	1-7	5.7	D+	B+	C+	C	C	C
E. T.	112	10-10	4.9	10-10	4.9	12-8	7.0	B-	C	B-	C-	C+	C
M. W.	108	10-6	4.5	10-7	4.6	11-11	6.2	C	C+	C+	Repeating 7th		
W. W.	126	9-11	4.0	11-12	5.3	12-11	7.2	A-	B+	A	A-	B-	B
E. T.	100	10-7	4.6	10-11	5.0	12-1	6.3	D	C+	C+	C	C-	B

See page 37

Table L

Second group of pupils accelerated from the third grade

Name	I.Q.	1926 - 1927 C. Age	Gr.	1927 - 1928 Ed. Age	Sch. Mark	1928 - 1929 Ed. Age	School Mark	Jr. High 1929 - 1931 Math.	Eng.	Social Study
P. B.	122	1-2	5.3	12-4	A	13-11	B	C	A-	B
L. M.	105	10-11	5.6	12-0	A		B	C	C	C
P. A.	116	10-11	5.2	Missed						
M. F.	125	10-9	4.9	11-1	A	12-10	A	C	A-	B
A. W.	104	10-10	4.9	11-3	A	12-6	B+	F	C	C
C. S.	125	10-11	4.9	12-5	A	12-10	B-	C	C	B
F. S.	118	10-9	4.5	11-8	A	12-3	A	C	A-	B
M. C.	119	10-8	4.7	11-5	B	12-3	A-	C	A	B+
H. P.	125	10-8	4.7	11-6	A	11-10	A-	C	B	C
B. D.	108	10-6	4.5	11-6	A	11-2	B	C-	B-	C
J. W.	128	10-6	4.5	11-8	B	11-9	B-	C-	C	C
2 F. M.	108	9-8	3.9	10-9		10-9				
R. C.	108	9-5	3.6	10-4	B	11-5	B+	C	C	C
L. R.	103	10-7	4.6	12-0	B	11-11	B	C-	C	C
A. R.	123	10-7	4.6	11-1	B	11-7	C	C	C-	C
L. A.	104	9-1	3.4	10-5	B-	10-7	C			

* Absent on account of family conditions.
Passed for promotion on test.

2 Ill and left soon after the middle of the year. Went into the sixth grade in Sept. 1929.

See page 38

Table M

Standing of the accelerated group that entered the junior high school September, 1930

Name	I.Q.	1927		1928		1929		1930		Jan. 22, 1931		
		Ed. Age	Gr.	Ed. Age	Gr.	Ed. Age	Gr.	Ed. Age	Gr.	Ed. Age	Rank in Class	Gr.
E.A.	126			11-0	5.0	11-6	5.7	12-2	6.6	14-1	29	8.2
R.B.	128	9-6	3.7	11-0	5.0	11-4	5.4	12-11	7.2	[illegible]	[illegible]	[illegible]
H.C.	123	9-9	3.9	10-9	4.8	10-10	4.9	12-7	6.8			
B.D.	138	9-4	3.5	10-10	4.9	11-5	5.6	12-11	7.2	13-9	40	7.9
M.L.	109	9-1	3.1	11-0	5.1	11-4	5.5	12-4	6.6	12-11	68	7.2
F.D.	126	9-11	4.1	11-4	5.5	12-8	7.0	13-5	7.6	15-0	9	9.0
J.J.	108			11-3	6.4	11-8	5.8	13-1	7.4	14-6	24	8.5
E.L.	127	9-10	4.0	11-0	5.0	12-0	6.2	14-1	8.2	15-4	6	9.3
J.L.	119			10-1	4.2	11-8	5.8	12-2	6.3	13-1	67	7.4
M.K.	128			12-7	6.8	12-11	7.2	15-6	9.5	16-0	3	adult
J.M.	121	9-2	3.4	11-4	5.5	12-0	6.2	13-5	7.6	13-7	49	7.8
E.M.	108	9-5	3.6	10-11	5.0	10-7	4.6	11-10	6.0	12-7	87	6.8
K.T.	119	9-5	3.6	11-6	5.7	13-1	7.4	14-6	8.5	15-4	7	9.3
T.W.	125	9-6	3.7	10-9	4.9	10-11	5.0	12-2	6.3	12-6	90	6.7

See page 38

There have been several studies on the ability of superior pupils to make good in advanced classes when accelerated. All of these studies tend to prove that children do not lose in academic work by doing the elementary work in five instead of the regular six years allotted to it.

There is an article," Application of two Techniques in Evaluating Some Policies of Dealing with Bright Children, Part 1" which gives a report of seventy-two pupils in Richmond, Virginia,who had been in the accelerated or rapid-moving classes. The author groups the results under several heads. Under attendance Mr. Jones says that the average number of absences for pupils from the time of leaving the accelerated class to Fbruary, 1925, was 3.60 per term. The average number for these schools as a whole was 3.55. He had no criteria for measuring anything but school-work but gives results for that as follows. These accelerates went into regular classes in the elementary schools, into the junior high, or into the senior high schools. In the elementary schools the percent of promotion for the accelerated group was 98.2 as against 86.6% for all pupils; In the junior high schools, 91.0% for the accelerates as opposed to 83.6% for all pupils; in the senior high school, 81.2% for the accel-

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Vernon A.Jones,Application of two Techniques in Evaluating some Policies of Dealing with Bright Children, Part 1, Teachers College Record,Columbia University,May,1926, 824-32.

erated group as opposed to 77.6% for all pupils. The percents for the junior and senior high schools are the averages for the percent promoted in the individual subjects. The accelerates made a higher percent of promotions than that for all the pupils except in the foreign languages, where their percent was 74.1% while that of all the pupils was 74.7%. He says in conclusion that with the exception of this one subject the accelerated group had a higher percentage of promotions and made higher grades than the others and that therefore the common critism that pupils who have been accelerated are afterwards " unable to keep up with the advanced class " appears to be without foundation.

Margaret Alltucker gives some valuable data on the physical and social effects of acceleration upon the pupil himself. The data for her study were secured by an examination of the records of one hundred thirty-five accelerates in Berkeley, California. A study of their physical development shows that 69% were within ten pounds of the normal weight

10% " more than ten pounds overweight

21% " more than ten pounds underweight

Alltucker, Margaret, Is the Pedagogically Accelerated Pupil a Misfit in the Senior High School? School Review, March, 1924 193-203

66% were within 2 inches of the normal height

19% " more than 2 inches above the normal height

15% " more than 2 inches shorter than the normal

The rating for social development was obtained from ratings secured from the faculty advisors of the pupils.

Leadership

3% very superior

8.1% superior

23% slightly above average

29.6% average

26.7% slightly below average

8.9% inferior

0.7% very inferior

Attitude of other pupils

1.5% teased

22.5% ignored

70% liked

6% admired

Congeniality

78.5% socially adapted

12.3% partially adapted

9.2% not adapted.

Of the accelerates, 27.1 were elected or appointed by their fellow students to fill school offices or perform special duties. Miss Alltucker also gives data to prove that in scholarship the accelerates are above the average but as that simply corroborates the figures from the other studies they may well be omitted from this study.

There is also an article by Edward A. Lincoln reporting on an experiment in Winchester, Massachusetts. Twenty children who were below school age were given the Dearborn Intelligence Test and on the basis of the results one-fourth were admitted, one-fourth were refused admission. The middle half were given the Stanford Revision of the Binet test and those who stood above the admission age were admitted. This made twelve children who were below school age chronologically but above mentally who were allowed to enter the first grade. They did so well that another set of examinations was given in the fall of 1921 and another in the fall of 1923.

At the end of the school years, beginning in 1921 and 1923, respectively, an investigation was made by means of a questionnaire sent to the teachers asking for statements concerning the child's scholastic ability, his health, his in-

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Lincoln, Edward A., The Later Performance of Under-aged Children Admitted to School on the Basis of Mental Age. Journal of Educational Research, January, 1929, 22-30.

terest in school work, and his social adaptability. The data evinced successful application on all points, evem more in the second grade than in the first. When they had reached the third and fourth grades another check was made with the Stone Reasoning Test in Arithmetic, the Burgess Picture Supplement Reading Test, in spelling words were given from the Ayers Scale, and the dictation section of the Holmes Penmanship was used. The performance of these pupils clearly indicated that the plan was successful. When some of the children had reached the seventh grade an investigation was made of all under age children in grades four to seven inclusive. The Burgess and Holmes Tests were repeated, and in addition the Peet-Dearborn Arithmetic Test was used. The Testing was done by trained workers from the Harvard Psychological Educational Clinic.

For the last test of seventy-two children still in the school system, fifty-four had been admitted and eighteen refused admission. Of the former four were found to be a grade behind, but investigation proved that it was in no case caused by mental inability. The following table demonstrates again the unquestionable preparedness of the admitted group.

Number and percentages of admitted and rejected children above the medians of their grades in various numbers of tests.

Admitted

Number Above in 4 Tests	Number Above in 3 Tests	Number Above in 2 Tests	Number Above in 1 Test	Number Above in 0 Test	Number of Cases
10	15	17	6	2	50
% 20	30.0	34.0	12.0	4.0	
		Rejected			
2	4	1	4	4	15
% 13.3	26.7	6.6	26.7	26.7	

Frank N.Freeman says that it is generally accepted now that the superior children should be forced to work at a higher level than the average pupils in order to develop their gifts and to prevent the formation of bad habits of work, lose interest in school, and often become disciplinary problems. Illustrations along these lines will be given later. Freeman mentions the objection sometimes offered that children develop at certain ages mental characteristics or abilities distinguishable from mere brightnessn and that, consequently, acceleration will cause a child to be subjected to burdens

Freeman,Frank N., The Treatment of the Gifted Child in the Light of the Scientific Evidence, The Elementary School Journal, May, 1924, 653-61.

for which he is psychologically unprepared. Freeman thinks that while such stages undoubtably exist children do not necessarily pass through them at the same chronological age. It is not true that a ten-year old is always psychologically unprepared for twelve-year old tasks.

In conclusion he says," Acceleration actually provides enrichment. The work of the advanced grades is intellectually superior because the method which is pursued and the content are superior to those of the lower grades. From the view point of intellectual adjustment, then, acceleration accomplishes both the saving of time and the enrichment of instruction. The difficulties with this mode of adjustment are not of an intellectual nature but of a social nature."

These studies and the records made by the accelerated pupils in the Reading Schools prove beyond much question the ability of the superior child to do advance work and "keep up with the class". That there is a real need to do something for this class of pupils the following illustrations will help to show.

K.L. He was out of school nearly half the year in the fourth grade and being unable to play active games was amused with books chief among them being an old large geography

which became his great delight. When he returned to the school in April he was so far ahead of the grade that he was so bored with the work that he was promoted to a low fifth. The principal said that if he failed to do the work well enough to be put into the sixth grade in June there would be no harm done and he could enter the high fifth. He went on without a question and graduated from a high school one of the upper ten in a large class. Without any other preparatory study, he entered Massachusetts Institute of Technology and graduated as a civil engineer four months before he was twenty-one. In addition to the required work he took the full four years training as a reserve officer. Being of a rather retiring disposition and shy he did not fit very well socially for several years but had no real difficulty except that his youth was a handicap in getting into school athletics of which he was unusually fond. In the first year of the senior high school this situation began to improve and from being a leader in the gymnasium work he went on and made a reputation as a player of outstanding ability on both basket ball and base ball teams. In spite of his acceleration his work in the preparatory schools had been so easy that he never acquired really good work habits of study

and when thrown on his own resources in Technology found it necessary to entirely revise his methods of study. This made the work more difficult at the start than it would have been had he been made to work up to his ability in the high school. The teacher in mathematics said of him that he did not do a real bit of work during his senior year because he got the whole thing from listening to the explanations necessary for the slower pupils.

G.T. She did the work of the fifth and sixth grades in one year. She never had the least difficulty in her social relations and found all the school work very easy with the exception of mathematics which she disliked. She graduated from college four months after her twentieth birthday. She served two years on the editorial staff of the high school paper and was editor-in-chief of the college year book. One of the students, not aclassmate, said of her "She is one of the most popular girls in college." Her success has in no way made her conceited and her attitude towards life is perfectlysane and normal . Her health is above the average.

B.J. When a member of the fifth grade she took no interest in the school work and rarely volunteered to recite. One day she surprised the teacher by raising her hand when

a question outside the regular lesson came up for explanation and proved to be perfectly well informed on the subject, the only member of the class that knew anything on the matter. She was given both an achievement and an intelligence test and was placed at once in the sixth grade although it was then May. Her whole attitude was soon changed and she became one of the most alert and hard working pupils in the class and was promoted to the junior high that June. She is now one of the leading editors for the Junior Number of the senior high school paper.

W.C. This boy was such a problem in the fifth grade that he was sent to the psychologist for special study. It was found that he was older than many of his classmates and felt his position there to be a reflection on his ability. This attitude made him quarrelsome with the other boys and very unwilling to take correction from the teachers. Investigation showed that he was perfectly capable of joining the low sixth grade. Here if willing to settle down into hard work he can make the junior high school next year. He has not become a perfect pupil yet in his conduct but is so interested in his work that he has given no special trouble since.

W.R. This boy came from out of town and while his card

was marked for the high fifth his age and size caused him to be placed in the low sixth grade. He at once became a serious problem and his teachers recommended him for the sub-normal class. As no pupil is placed in that class without being thoroughly tested he was sent to the psychologist and given a Binet test. The results were so surprising and un-expected that the Head of the Department was called in to finish the test. He passed as superior so that evidently the trouble was not the lack of intelligence. An achievement test showed that he was fully up to the work in the eighth grade. A visit to his home brought out the fact that Bill (The surest way to offend him was to call him William.) had picked up his education in almost as many states as he was years old, and had lost out in most of his changes. His sis-ter,two years younger, had on the contrary skipped a grade or two and was now in the eighth grade. The parents were much worried about the boy and were willing to co-operate in every way but said that he would not accept any help from his sister and that it would be much better if they were not in the same group. The guidance teacher was next seen and was willing to take the responsibility for Bill if we would promote him. This was done but the first day he ab-so lutely refused to walk to school with his sister. In

less than two weeks his home attitude had changed so that he asked his sister for help with the work that he had to make up and has fitted into his new place without much difficulty. After the newness of the school had worn off a little he missed being in the lime light as he had been in the lower grade and began to act as he had been in the habit of doing so as to attract attention. For a while things looked rather serious but the boy really is very intelligent and under the guidance teacher, a woman of wide experience and tact, he has settled down into a fairly well-balanced student.

M.K. At the end of her first year she was promoted into a room with both a second and a third grade. In a few months she became so bored with school that her attitude caused her parents much anxiety. She was always seeking an excuse to stay at home from school. This continued until she often seemed really ill in the morning and was willing to remain in bed. One day she came home in great excitement. The teacher had said something about a double promotion for some other child. M. at once announced her attention of going into the fourth grade at promotion time. She said," I shall have to learn all the multiplication tables,mother, will you help me?". There was no more talk of staying away from school and she had no difficulty in eating her breakfast. As time went on and her interest kept up the teacher let her work

part of the time with the third grade and in June she had done the work of both grades in fine shape. She stood at the head of the fifth grade the whole of the next year and during most of the time in the sixth grade worked on a special program that enabled her to have most of the afternoons at home. This arrangement proved of great benefit to her physically as she is a child of a rather nervous temperament who uses her full energy when working. She rested in bed for an hour or more and then was outdoors. Her mother reported that the girl had never seemed so perfectly normal in every respect before in her life. There has never been a question about social adjustment and her present standing in the junior high school is fully up to her past record. These cases could be multiplied but it seems as if our second reason for accelerating the bright pupils has been proved valid.

It may be well to give one instance illustrating the results of not promoting a bright child when she is ready to do the advanced work.

D.S. is a girl of superior intelect and did her third grade work in a room with a fourth grade. To keep her employed and out of mischief she was allowed to work with both classes with the result that in June she was leading the fourth grade. Her mother, however, refused to let her go into the fifth grade, so she was assigned to the fourth grade.

That year her marks were consistently lower than those of the previous year, her written work became slovenly and very careless, and she was a constant disciplinary case. Her mother expected a return to her old interest in school when she entered the fifth grade but the bad habits continued in spite of the best efforts of a fine teacher. That teacher took charge the next year of a brilliant sixth grade group who should have entered the junior high school but were so young that they were put into a special class to have an enriched program. D.S. should have been put into that class but the teacher said that she had done all that she possibly could for the child without seeing any good results and thought it would be much wiser for another teacher to try what she could do. D. was therefore put into a superior group with a strong teacher. Here she really began to try once more but the careless habits persisted and caused her much unhappiness. In the junior high school she is doing much better. Adler says,"--an individual can deviate from the behavior into which he has grown in chilhood only with great difficulty".[1]

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1 Adler,Alfred,Understanding Human Nature, page 7

This questionnaire was sent to the parents of the children who had been accelerated.

1. Has your child enjoyed school more or less since acceleration?
2. Has __ interest in school work been improved by the acceleration?
3. Have you noticed any ill effects from the acceleration, if so what?
4. Have you seen any gains from the advancement, if so what?
5. Has your child's health this last year been the same- worse better? Check the correct word.
6. Please write on the other side anything which you think might be of help in studying this matter.

Thirty-two replies were received.

	yes	no	no change	not answered
1.	27	1	4	
2.	24	1	7	
3.	5 *	27		
4.	22	5		5
5.	worse 0		24	better 8

* Three reported that the arithmetic had seemed difficult. One said that on account of being very small for his age he had found social adjustment hard especially in athletics. One had not done well in English. One had received poorer marks.

READING PUBLIC SCHOOLS

1 Has your child enjoyed school more or less since his acceleration?
Enjoyed school much more and seemed to take on an added interest in all subjects.

2 Has his interest in school work been improved by the acceleration? Yes - on the whole. A little lack of interest early this fall which may have been due to health as she has since had appendicitis.

3 Have you noticed any ill effects from the acceleration and if any what?
None.

4 Have you seen any gains from the advancement and if so what? Her added interest in school work and the fact that she had maximum honors the last 3 terms and honors the first 2 convinces me that she was perfectly capable of the acceleration. All this with no apparent extra effort on her part.

5 Has your child's health this last year been the same - worse-better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

The only thing so far that she has noticed is in her music - She missed somewhere along the way, getting the work on the different keys - the sharps & flats etc & as she hasn't had the advantage of piano lessons this seemed a bit hard to her. Miss Whittier has given her a chart etc & I think it has helped but Stiel I fel she really missed that much. It is my only criticism.

Mrs Malcolm C. Davis.

READING PUBLIC SCHOOLS

1 Has your child enjoyed school more or less since his acceleration?

I think he has enjoyed school more as he wants to keep up with his classmates.

2 Has his interest in school work been improved by the acceleration? He has always been interested in his school work.

3 Have you noticed any ill effects from the acceleration and if any what? No ill effects.

4 Have you seen any gains from the advancement and if so what?

He wants to keep up with boys of his own age and is willing to work to do it. When the work is too easy there is more time for play and not so much interest.

5 Has your child's health this last year been the same - worse- better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

I have always felt he was kept back a year as all children had to be six the first of January to enter school and his birthday is in February.

I think the work in the third grade was real easy for him and if he missed any work by advancement it was soon made up in review work.

MAILING PUBLIC SCHOOLS

1 Has your child enjoyed school more or less since his acceleration?
yes

2 Has his interest in school work been improved by the acceleration? yes

3 Have you noticed any ill effects from the acceleration and if any what? no.

4 Have you seen any gains from the advancement and if so what?
At the time he was pleased to know he could do the work of the class ahead of him and was pleased when he was advanced. Seemed to take more interest.

5 Has your child's health this last year been the same - worse-better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

Child did not enter school until later than Reading Children. Is large for his age, now feels more at home and is with pupils from age and size.

C. E. Carter
70 Lowell St.
Reading

MADISON PUBLIC SCHOOLS

1 Has your child enjoyed school more or less since his acceleration?
Haven't noticed any particular difference as she has always enjoyed her school life.

2 Has his interest in school work been improved by the acceleration? Only that each year brings forth new subjects with new interests.

3 Have you noticed any ill effects from the acceleration and if any what?
The only one I might mention is the loss of sufficient training in elementary arithmetic.

4 Have you seen any gains from the advancement and if so what?

5 Has your child's health this last year been the same - worse- better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

Please pardon the delay in answering this questionnaire but my time has been so taken up with other matters that I haven't had the time before.

Very truly yours
Gladys S. N. Fairchild

[illegible]

1 Has your child enjoyed school more or less since his acceleration?

More –

2 Has his interest in school work been improved by the acceleration?

Yes

3 Have you noticed any ill effects from the acceleration and if any what?

No

4 Have you seen any gains from the advancement and if so what?

More interest, consequently better progress.

5 Has your child's health this last year been the same - worse- better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

Elsa M. Ober

MAILING PUBLIC SCHOOLS

1 Has your child enjoyed school more or less since his acceleration?

More

2 Has his interest in school work been improved by the acceleration?

Yes

3 Have you noticed any ill effects from the acceleration and if any what?

No

4 Have you seen any gains from the advancement and if so what?

Emily is a much happier child and more matured; hopes her school teachers

5 Has your child's health this last year been the same - worse-better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

1 Has your child enjoyed school more or less since his acceleration?

More.

2 Has his interest in school work been improved by the acceleration?

Yes.

3 Have you noticed any ill effects from the acceleration and if any what?

No.

4 Have you seen any gains from the advancement and if so what?

Yes, I think he has taken more intrest in his studies

5 Has your child's health this last year been the same - worse- ✕better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

[illegible] TO [illegible]

1 Has your child enjoyed school more or less since his acceleration?

More.

2 Has his interest in school work been improved by the acceleration? Yes -

3 Have you noticed any ill effects from the acceleration and if any what?

No.

4 Have you seen any gains from the advancement and if so what?

Yes - more ambition - more interest -

5 Has your child's health this last year been the same - worse- better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

I think that school opens much too early - that shorter hours would, indirectly, be of benefit to my child's health & consequently a help in her studies. My child leaves her home at 7:30 a.m. and has a long walk to the Walter Parker School.

Florence M. Sullivan

MAILING PUBLIC SCHOOLS

1 Has your child enjoyed school more or less since his acceleration?

Yes

2 Has his interest in school work been improved by the acceleration?

Yes

3 Have you noticed any ill effects from the acceleration and if any what?

No

4 Have you seen any gains from the advancement and if so what?

Fine interest in school work

5 Has your child's health this last year been the same - worse-better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

Mrs Felix Arnault

[illegible]

1 Has your child enjoyed school more or less since his acceleration?

More.

2 Has his interest in school work been improved by the acceleration?

Yes.

3 Have you noticed any ill effects from the acceleration and if any what?

No.

4 Have you seen any gains from the advancement and if so what?

5 Has your child's health this last year been the same X - worse-better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

[illegible]

1 Has your child enjoyed school more or less since his acceleration?

Priscilla has always enjoyed school.

2 Has his interest in school work been improved by the acceleration?

I have not noticed any change in her interest

3 Have you noticed any ill effects from the acceleration and if any what?

At first it seemed a little difficult for her but this year she seems to be quite sure of herself and advancing quite well.

4 Have you seen any gains from the advancement and if so what?

I have not as yet felt there has been any gain to this advancement. And even in High School, she is so young: she must remain another year.

5 Has your child's health this last year been the same - worse- better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

Mrs. Richman

MAILING PUPILS TO ROOMS

1 Has your child enjoyed school more or less since his acceleration?

Phyllis has enjoyed school more.

2 Has his interest in school work been improved by the acceleration?

She has always enjoyed school.

3 Have you noticed any ill effects from the acceleration and if any what?

There has been no ill effects.

4 Have you seen any gains from the advancement and if so what?

She is taking more interest in school activities.

5 Has your child's health this last year been the same - worse- ✓better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

Mrs E. W. Chapman.

MAILING PUBLIC SCHOOLS

1 Has your child enjoyed school more or less since his acceleration? more

2. He has shown more interest

2 Has his interest in school work been improved by the acceleration? yes

3 Have you noticed any ill effects from the acceleration and if any what? no

4 Have you seen any gains from the advancement and if so what?

I don't know for 1st quarter this year in Mathematics.

5 Has your child's health this last year been the same ✓ - worse- better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

MAILING PUBLIC SCHOOLS

1 Has your child enjoyed school more or less since his acceleration?

She has enjoy school more.

2 Has his interest in school work been improved by the acceleration?

Yes.

3 Have you noticed any ill effects from the acceleration and if any what?

No

4 Have you seen any gains from the advancement and if so what?

More interest in the work.

5 Has your child's health this last year been the same - worse-better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

Mrs. R. W. Burpee

MAILING PUBLIC SCHOOLS

1 Has your child enjoyed school more or less since his acceleration?

more

2 Has his interest in school work been improved by the acceleration?

yes

3 Have you noticed any ill effects from the acceleration and if any what?

no.

4 Have you seen any gains from the advancement and if so what?

no

5 Has your child's health this last year been the same - worse-better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

The only thing I notice is that he doesn't like to join in the games at school, I think the reason is, he is so much younger and smaller than the other boys, he's afraid of getting hurt and I don't think that helps him to be a good sport and mixer.

Alice M. Leavitt

1 Has your child enjoyed school more or less since his acceleration?

Cannot see any difference.

2 Has his interest in school work been improved by the acceleration?

His interest has increased each year, apparently due to natural development of age.

3 Have you noticed any ill effects from the acceleration and if any what?

No -

4 Have you seen any gains from the advancement and if so what?

No -

5 Has your child's health this last year been the same - worse- better? Check the correct word. Same -

6 Please write on the other side any thing which you think might be of help in studying this matter.

Thos Clark seems mentally quite able to do the ninth grade work, and takes a deeper interest in his accomplishments than any previous year, we feel that he lacks maturity needed to keep it up efficiently. He is required to do so much homework, because he is so slow at it, that he has scarcely any time during the school days for normal outdoor play or other activities. He frequently spends two or more hours on math preparation for one day, ~~past~~ tho' one hour is supposed to be maximum requirement. This is partly because it is rather difficult for him, and partly to lack of concentration, due to his youth or being mentally fatigued.

GRADING PUPILS IN SCHOOLS

1 Has your child enjoyed school more or less since his acceleration?

More.

2 Has his interest in school work been improved by the acceleration?

Yes.

3 Have you noticed any ill effects from the acceleration and if any what?

I dont know that it could be called an ill effect. And yet it seems to me that he had not had much interest in the so called social side of school life in so much. as it took most of his time for his studies. This applies of course to the year in which he made the two grades. This year by the look of his report card. he needs to study much more.

4 Have you seen any gains from the advancement and if so what?

For one thing it brought him into a class where the children were near his age. In Swampscott where he started school. children could not enter until after their sixth birthday. which made him older than the children in the same grade with him here. Taking the two grades in one year remedied this. And made him much more interested in his work.

5 Has your child's health this last year been the same - worse- better? Check the correct word.

X

6 Please write on the other side any thing which you think might be of help in studying this matter.

Yours sincerely

Mrs. Walter M. Small.

MAPING PUPILS LO ROWS

1 Has your child enjoyed school more or ~~less~~ since his acceleration?

Yes.

2 Has his interest in school work been improved by the acceleration?

Yes.

3 Have you noticed any ill effects from the acceleration and if any what?

None.

4 Have you seen any gains from the advancement and if so what?

Increased interest in school work and activities

5 Has your child's health this last year been the same - ~~worse better~~? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

My dear Mrs. Lucas:

I am glad to fill out this paper and answer any questions that would be a help in any way.

My girl has had a different interest in school and everything connected with it, since the acceleration, due to the fact of a more varied program or perhaps because she is with children nearer her age she was in her 7th year when she started school.

I would like to talk with you some time in regard to the subjects she should take next year in Jr. High.

Very truly yours.

Mrs. H. P. Jacob.
10 Eaton St.

R.

READING PUBLIC SCHOOLS

1 Has your child enjoyed school more or less since his acceleration? +

2 Has his interest in school work been improved by the acceleration? YES

3 Have you noticed any ill effects from the acceleration and if any what? NO

4 Have you seen any gains from the advancement and if so what? MORE CONTENT.

5 Has your child's health this last year been the same - worse- X better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

Mrs. Joseph Maguire.

MADISON PUBLIC SCHOOLS

1 Has your child enjoyed school more or less since ~~his~~ her acceleration?

yes -

2 Has ~~his~~ her interest in school work been improved by the acceleration?

not necessarily

3 Have you noticed any ill effects from the acceleration and if any what?

no

4 Have you seen any gains from the advancement and if so what?

5 Has your child's health this last year been the same - worse- better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

Think that detailed information to parents as to just what is meant by "acceleration" and definite information at time of child's advancement would enable us to work with you to a better advantage.

Mrs. Baker

READING PUBLIC SCHOOLS

1 Has your child enjoyed school more or less since his acceleration?

more.

2 Has his interest in school work been improved by the acceleration?

yes.

3 Have you noticed any ill effects from the acceleration and if any what?

no.

4 Have you seen any gains from the advancement and if so what?

more interest in school work.

5 Has your child's health this last year been the same - worse- better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

Mrs A. B. Callan
11 High St.

[illegible] PUBLIC SCHOOLS

1 Has your child enjoyed school more or less since his acceleration?

More

2 Has his interest in school work been improved by the acceleration?

Yes

3 Have you noticed any ill effects from the acceleration and if any what?

No

4 Have you seen any gains from the advancement and if so what?

Ordinary —

5 Has your child's health this last year been the same - worse-better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

1 Has your child enjoyed school more ~~or less~~ since his acceleration?

her

yes.

2 Has his interest in school work been improved by the acceleration?

Not noticeably so.

3 Have you noticed any ill effects from the acceleration and if any what?

Her marks were much poorer the year following her acceleration.

4 Have you seen any gains from the advancement and if so what?

no.

5 Has your child's health this last year been the same - ~~worse~~ - ~~better~~? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

Mrs. Pomfret

READING PUBLIC SCHOOLS

1 Has your child enjoyed school more or less since his acceleration?

more.

2 Has his interest in school work been improved by the acceleration? yes.

3 Have you noticed any ill effects from the acceleration and if any what?

no.

4 Have you seen any gains from the advancement and if so what?

She has more interest in the additional studies in the fifth & sixth grades, enjoys the teachers, also the change in hours, and is eager for perfect attendance.

5 Has your child's health this last year been the same x- worse- better? Check the correct word. She has perfect health.

6 Please write on the other side any thing which you think might be of help in studying this matter.

I can not suggest anything further she enjoys the sewing Club formed and is perfectly happy in her school work.

Very Respectfully,

Mrs Lester C. Boston

28 Vine St

R

Nov 22-29

READING PUBLIC SCHOOLS

1 Has your child enjoyed school more or less since his acceleration?

2 Has his interest in school work been improved by the acceleration?

3 Have you noticed any ill effects from the acceleration and if any what?

4 Have you seen any gains from the advancement and if so what?

5 Has your child's health this last year been the same - worse-better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

[illegible] PUBLIC SCHOOLS

1 Has your child enjoyed school more or less since his acceleration?

He is enjoying it more now. The seventh and eighth grades were hard for him.

2 Has his interest in school work been improved by the acceleration?

He has always been interested in school work.

3 Have you noticed any ill effects from the acceleration and if any what?

I think he lost some of the fundamentals in English and Arithmetic.

4 Have you seen any gains from the advancement and if so what?

5 Has your child's health this last year been the same - worse- better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

Dear Miss Lucas,

I personally think James is rather young to be in the Sophomore class in High School, but he seems to get his lessons without much difficulty. I very seldom help him with anything. In comparison with Lillian, he seems to grasp things more easily. Of course, he is taking an easier course than she is, so does not have as much homework to do.

Yours very truly,

Georgie A. Richmond
343 So. Main St.
Reading, Mass.

Nov. 20, 1929.

[illegible] TO [illegible]

1 Has your child enjoyed school more or less since his acceleration?

He has always enjoyed school. More so since his acceleration.

2 Has his interest in school work been improved by the acceleration?

Yes.

3 Have you noticed any ill effects from the acceleration and if any what?

I have noticed no ill effects whatsoever.

4 Have you seen any gains from the advancement and if so what?

Yes. He has tried hard to get another advancement.

5 Has your child's health this last year been the same ~~worse~~ better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

This has been answered thinking that it was meant ~~for~~ in regard to Williams advancement in the third + fourth grades. He is now in the eighth grade. If it was for Ellen, who is in the second grade and was very young when she started school, would say that she likes school very much and never has missed a day on account of sickness.

over Mrs. Herbert B. Wood

Health is very important to me. If a child's health permits, I think advancement promotes more enthusiasm for school just as advancement along business lines for an adult.

GRADING PUPILS [illegible]

1 Has your child enjoyed school more or less since his acceleration?

Less

2 Has his interest in school work been improved by the acceleration?

No

3 Have you noticed any ill effects from the acceleration and if any what?

No

4 Have you seen any gains from the advancement and if so what?

No

5 Has your child's health this last year been the same - worse-better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

If I had this thing to decide over again I would not allow either Robert or Alta to go ahead as they did. I think the size of a boy or girl should be taken into consideration in a step of this kind more than their marks. Robert is about the smallest boy in his class and how much better he would feel in a class of boys his size where he could compete with any one in the class in every way.

With Alta I find the minds the long school session and I call her poor in reading and spelling, things she will never get from now on. She seems too young to me to reason out some of her assignments. Start a child in school at the age of 6 and let them spend a full year in each grade is my advice to anyone who mentions the matter to me.

Tora B. Stewart

[illegible] repeating the 8th grade and was put ahead 1½ in June. She had 6 full years in school before she Jr high.

[illegible]

1 Has your child enjoyed school more or less since his acceleration?

More

2 Has his interest in school work been improved by the acceleration?

Yes

3 Have you noticed any ill effects from the acceleration and if any what?

No

4 Have you seen any gains from the advancement and if so what?

There has been a keen enjoyment of every subject.

5 Has your child's health this last year been the same - worse- better? Check the correct word. As the advancement occurred three years ago, the health question last year hardly applies.

6 Please write on the other side any thing which you think might be of help in studying this matter.

[illegible] very brilliant child and has [illegible] her [illegible] as [illegible] and that she has her afternoons at home.

I have been thinking of talking with Miss Brown and Mrs. Lucas for sometime, about the 12 to 14 lb. underweight condition of Mary Lee.

I feel that the six hours of school work for a child of Maryhee's type, physical condition and mental capacity is a grave mistake, especially during Jan. Feb. & March; when the physical education periods are conducted indoors, and mostly in the basement.

If it could be arranged, I should like to try an experiment during these months, this year.

I would like to have Maryhee come home at 10 o'clock, on Mon. & Tues. and at 11:45 on Wed. Thurs. & Fri.

I believe that if she came home and had the food that it is impossible for her to have at the Highland School, and then relaxed for at least half an hour on her bed, that we would see an improvement in her weight.

If her program remained the same as it now is she would miss; 1 history period, 3 geography, 2 penmanship, 1 language, 1 reading, 1 mothercraft, 1 dramatics, 1 assembly and 4 physical education in the basement, and I feel that none of these are as essential as building up her physical condition. I believe her teachers in these subjects would agree that she is well advanced in all of them, and the amount she misses should not effect her standing to any great degree.

If this benefit can be arranged, I will gladly confer with Miss Wakefield, if necessary.

Sincerely, Genevieve B. Kingman

[illegible]

1 Has your child enjoyed school more or less since his acceleration?

Yes.

2 Has his interest in school work been improved by the acceleration?

Yes.

3 Have you noticed any ill effects from the acceleration and if any what?

No.

4 Have you seen any gains from the advancement and if so what?

My four children seem to enjoy going to school and like all there teachers very much.

5 Has your child's health this last year been the ~~same~~ - ~~worse~~ better? Check the correct word.

6 Please write on the other side any thing which you think might be of help in studying this matter.

Mrs E. A. Snow.

READING PUBLIC SCHOOLS

1 Has your child enjoyed school more or less since his acceleration? he always enjoyed school

2 Has his interest in school work been improved by the acceleration? yes

3 Have you noticed any ill effects from the acceleration and if any what? no

4 Have you seen any gains from the advancement and if so what? I think it deepened his interest

5 Has your child's health this last year been the same - worse-better? Check the correct word. better

6 Please write on the other side any thing which you think might be of help in studying this matter.

Mrs Fred J. Shorn
18 Avon St
Reading
Mass

Dear Mrs Lucas.

Agnes Carney took a double promotion
[illegible] it worked wonderfully. She was
enthused over the idea & took even more
interest in her school work [illegible].
It did [illegible] her
case it was a great success in every
way. Yours sincerely Mary [illegible].

READING PUBLIC SCHOOLS

My dear Mrs. Carney,

For the purpose of having definite facts upon which to base our future policy the Department of Research and Guidance is making a survey of the pupils that have been accelerated in the Reading schools. We feel that you will be rendering a real service if you are willing to take time to fill out the enclosed questionnaire.

Yours truly, Ida C. Lucas

Chapter 3

ATTITUDES OF THE NON-ACCELERATED PUPILS AND CASE STUDIES

An interesting thing brought to light by this experiment in acceleration is the attitude of the children that were left behind in the classes after the promotions. Each teacher, whose class lost its brightest pupils , told the supervisor that the class standing would be hopelessly lowered and that we must expect a much lower grade of work than we got last year now that the leaders were all taken out. The supervisor did not contradict them but simply told them not to worry either themselves or the children but to remember that they were teaching boys and girls and to do what was best for them regardless of class standards.

In less than six weeks these teachers reported with an entirely different story. Pupils from the submerged part of the class who had attracted no attention before had stepped right into the vacant places as leaders. The work was going on about as before the promotion of the brighter pupils and strange to say the standards as shown by the Stanford Tests were raised rather than lowered . Goddard in this same connection says, " School men who have not studied the problem deeply sometimes object to special classes on the ground that it is desirable to have the gifted child in the regular groups . They assert that he serves as a stimulus, a pacemaker to the other children. This is similar to the old idea relative to defectives; namely, that in the regular grades they learn from the brighter pupils. In neither case did the argument take account of the facts. The dull child did not learn from the bright children. He was discouraged by them.

Goddard,H.H., School Training of Gifted Children, World Book Company, 1928

Similarly, the average normal child is not stimulated by the gifted child in the same room. He is discouraged by him. The teacher knows that whenever there is a contest many of the children in the room refuse to compete. When asked why, the answer almost invariably is, " Oh, what's the use? Billy gets all the prizes." Experience has proved that when the exceptionally bright child is taken out of the room those that are left are happier and get along better.

A young teacher of a regular grade, from whose class two bright boys had been taken , was asked if she noticed any difference in her class. She replied promptly, ' Yes, very decidedly'. She noticed that she had to explain things more carefully than she ever did before. She apparently did not recognize the significance of what she was saying, but it is a perfect illustration of what happens. She had been explaining things to the two boys, while the rest of the children, not quite so bright , had not been able to follow her. Now that the two were gone , she found it necessary to get down to the level of the majority."

Dr. Wayland Vaughan in his book "The Lure of Superiority" says many things that help to prove the same contention, namely, that the removal from a group of the superior pupils should have a salutary rather than a detrimental effect upon the remaining pupils. He says,"[1]Every individual craves power and he will exert himself to win it as long as he believes that he can succeed." "[2]The realization of inferiority makes a man angry with himself and with those who are only too ready to taunt him for his short-comings." Children are proverbially cruel to each other and are only too ready to laugh at another's failure. Dr. Vaughan goes on to say,"[3]How a person will compensate when he is cornered by a distressing handicap depends upon his courage." Compensate he will for, "Man wants recognition, even if has to be in the form of a critcism, for even that notice is a testimony to his importance". "There is a pleasure in the feeling of power that lures us on in the quest of superiority." Denied the opportunity to shine in a legitimate line, he will endeavor to excel in some other role which many a teacher knows to her sorrow may be far from legitimate. Many a disciplinary problem arises from the above source.

L.W. was failing entirely in his school work. His attitude and behavior had reached an acute stage when the teacher

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Vaughan, Wayland, The Lure of Superiority, Henry Holt Co. 1928

1 Page 5 Page 32
2 " "
3 " 9

noticed that he was taking some notice of a model house that the class were making of card board. He was appointed architect-in-chief and proved perfectly capable of directing the the construction and furnishing of the building. When the children discovered that he could do the work requiring hand skill better than any one in the class and that he always knew a good way to accomplish a difficult bit of work they accepted his leadership without question. He did not succeed much better in his studies but did cease to be a disciplinary problem and was really happier than he had ever been in school.

T.M. was sent to the psychologist as a problem case. He took no interest in school work and was aconstant trouble maker. The cause became very evident when, after friendly relations had been established between him and the examiner, he said," Gee, but you don't know how bad it is to sit in a class where you don't know what they are talking about." This proved to be a case where the child was of low intelligence and after he was placed in the class where he belonged the difficulties cleared up ,to a great extent. All this, and the cases can be multiplied, goes to prove that in order to understand a pupil's actions and help correct wrong ones it is absolutely necessary to know the motives that actuate him. This is hard to discover for more often than not the child has rationalized so completely that the action is ascribed

to the wrong motive. What is perhaps just as likely is that he will be like John who answered the teacher's question as to why he behaved as he did by saying," I don't know." which was doubtless true.

In the light of the above, I do not hesitate to say that the moment a child becomes convinced that no matter how hard he works he can only get a poor mark he loses his ambition. If his best mark is a failure he becomes a problem case. The reverse is also true unless the pupil by repeated failures has become so hardened that he has honestly ceased to care for school records and is compensating in some other lines let him win at least a B and his liking for that teacher and willingness to work in that subject is assured.

A girl now in the ninth grade told me last April," You know I've always hated sewing from the fifth grade since Miss L. gave me an E in it because I could not turn a good corner in the needle case that I was making." This case had been reported to me when it happened for the child nearly made herself sick over the failure and arrangements had been made to give Agnes some extra help in sewing until she attained more skill with her needle.

Another illustration is furnished by G.L. a boy now in the senior high school. He has always been a disciplinary problem in school, not because of inherent badness but for

a variety of reasons which need not be explained here. Last year he left school in considerable disgrace and vowed that he would never come back but reported again this last September. The history teacher to whose class he was assigned knew the boy and seated him directly in front of where she usually stands during the class and managed to keep him a little interested in the work. He was one of the first to bring into the class a report from outside the text book and read it to the class. He received an A for the work and the next day brought the paper to her and asked if she would put an A on the paper as his mother did not believe that he really got one. His request was granted and while it is still well that he sits in a front seat no one in the class is working harder or more willingly than he.

Another case this same year is R.A. who has not made a very good conduct record. She came to the same history teacher after the first reports of the year came out and asked if there was anything more that she ought to do. On finding that her standing was above B she explained that for the first time in the school she had honors and that she was bound not to lose them.

CHAPTER 4

* Slow Pupils who have not been made to Repeat a Year

With this group we have much different problems to deal with than those considered in the preceding chapters. First, we must recognize and find some way to meet the deep psychological need of success. That success is an absolute necessity for mental health is now generally accepted in theory but like many another principle it is easier to preach than to practice. Burnham says," [a]--a general attitude of inhibition or a general feeling of incapacity is sometimes developed which inhibits activity in every direction." He continues and says that something of this inhibitory attitude develops in some children," checking their work and making them apparently incapable of doing anything with zest and vigor and carrying any task through to successful completion ." He called it," a form of scholastic dementia praecox", and says that one cause of this is continued failure in school. On the other hand he declares that," [b]success is one of the simple

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Burnham,Wm.H., The Normal Mind,D.Appleton and Co.,1924. Chap. Success and Failure. [a]p.451 [b] page 456

* See page 62 for special program

conditions of mental health ". The stimulus of success will make one work as never before and continued will bring an attitude of confidence. Continued failure may, perhaps, plant the seeds of mental disorder. " The tragedy of retardation and failure in the schools would make an appalling chapter in the history of practical education and the literature of mental hygiene." To quote still farther from Burnham[1] on this same subject: "One of these simple conditions of mental health, largelyneglected, probably because it is so commomplace and so familiar to every body , is success. In the healthful development of the child and in the efficient activity of the mature individual, this, and to a limited extent failure also, are health conditions of fundamental importance. Continued failure, on the other hand, is liable to develop an unsocial attitude, the shut-in personality, and to plant the seeds perhaps of mental disorder. For many children in the school there is little opportunity for success. Failure incertain lines of effort is desirable, but failure in everything is disastrous." There are " physiological conditions of success and failure. Metabolism is clearly affected. Probably the glands of internal secretion are involved. Success is sthenic probably increasing the flow of adrenalin, as a wholesome

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[1] Burnham, Wm.H.,Success and Failure as Conditions of Mental Health, Reprint No.57, The National Committee of Mental Hygiene.

stimulus to function and a prophylactic to fatigue, toning up the whole system. Failure, on the other hand, is inhibitory and depresses function; and the inhibition of the will likely to result, unless one fights against it, may irradiate and depress all the activities, especially in the case of children. The need of success is universal. Children have an enormous appetite for it. The teacher's business is to see to it that every child at some time,in some way, in some subject achieves a marked success, and that sometimes they get an honest gauge of themselves by failure." The author repeats again that this talk of success and failure may seem very commonplace and simple but, " On such simple conditions sanity and insanity depend. Of such simple things mental health consists."

[I] Adler says considerable aboutthe " mood residues which go back to a single or a repeated failure ". In another book he says, " [II] The feeling-tone connected with his point of view directs the child in various ways. There is the way of optimism, in which the child is confident of easily solving the problems which he meets.----- In his case we see the development of courage, openness, frankness, responsibility, industry and the like. The opposite of this is the development of

[I] Adler,Alfred,The Practice and Theory of Individual Psychology 1923, 17.
[II] Adler,Alfred, Understanding Human Nature, pages 24-5

pessimism. Imagine the child who is not confident of being able to solve his problems. Here we find timidity, introspectiveness, distrust, and all those other characteristics and traits with which the weakling seeks to defend himself."

Speaking of failures in business Dr. Bailey says, " The[1] loss in actual money entailed by all these failures must arouse the concern of every economist, but the significance is more far-reaching, for with every failure comes a deterioration in character which mortgages future values."

[2] A worker in a psychiatric clinic writes," Any one who has studied the patients who pass through a mental clinic is impressed by the frequency with which deep feelings of inadequacy, chronic discouragement and worry, lack of self-confidence, and a profound sense of inferiority are found to play a prominent role in the maladjustment of the individual. Although some of these patients are found to be normal or superior in their endowment, the symptoms described are most frequently associated with actual physical and mental handicaps."

There is no use in trying to disguise either from ourselves, the children, or the parents the fact that the pupils in this class are handicapped in the scholastic race. The author continues,"Upon closer investigation it is found that it is not so much the actual handicap which has proved the

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1. Bailey, Pearce, M.D., Efficiency and Inefficiency - A Problem in Medicine, Reprint No.12, Mass. Society for Mental Hygiene, from Mental Hygiene, Apr. 1917.
2. Bassett, Clara, School success, An Element in Mental Health, Jour. of the National Education Association, Jan. 1931 p. 31

stumbling block as the emotional attitude of the patient toward it. The truth of this is evidenced by the fact that others handicapped to the same degree are happily succeeding in the community while these individuals are failing. In securing the histories of the patients, it is usually found that the beginnings of these attitudes can be traced back to their childhood, to the early years of their school life.

It is absolutely necessary that our public schools recognize the enormous variations among children and by psychological tests given early in life place each child where he can face courageously his handicap because of compensating success in his own place." L. is a member of a musical family and was much disappointed when she found that she had no talent in that line and could not even sing. When she found out later that by a little effort she could lead her class in mathematics she substituted this success for the one she had wanted but could not have and has accepted her handicap with no unhappiness.

"Misplacement and failure in school or the demands of a school program unsuited to the needs and abilities of individual children often result in general nervous tension, restlessness, vague fears, stuttering, a chronic psychological mood of depression, a keen sense of failure and unworthiness, and habits of failure which are likely to handicap the child for life."

To meet the special needs of these pupils was one of the

reasons that led to homogeneous grouping in the schools of Reading. Here in Group D a special curriculum is followed which emphasizes the absolute essentials which must be mastered in order to be able to do the work of the next grade. The work is so planned and presented that any child who works faithfully is sure of a promotion at the end of the year and is in competition in school studies with those whom he can equal and perhaps excel.

Another method of dealing with this problem is the graded assignments as advocated by Miller.[1] In this plan the C assignment is work which can be done by anyone in the group. Here a C means an excellent bit of work done on a C level. B is a more comprehensive treatment of the same topic and A is supposed to be some creative work or to show a special ability to use the principle involved to solve other problems.

The half-grade promotions will meet the needs of another class of pupils as has been explained on a preceding page. In extra-curricular activities all members of the same grade, regardless of the group with which they recite, meet together,

In January 1926 twelve children who were repeating the first grade were put in a room with some of the lowest in the second grade . As the records show they have done fairly well and are not much below those who went ahead of them

[1] Miller,H.L. and Hargreaves,R.T., The Self-Directed School,

into the second grade. In June ten of these were promoted to the third grade. Two went to Grade 2½.

RECORDS OF THE TWELVE PROMOTED FIRST*GRADE CHILDREN

Name	I.Q.	1926-27			1927-28			1928-29			1929-30		S.
		gr.	E.A.	Sch. mk.	gr.	E.A.	S. mk.	gr.	E.A.	S. mk.	gr.	E.A.	mk.
I.B.	97	2½		C	3			4	9-8	B-	5½	10-6	6 Jr.H.
H.B.	117	3		C	4			5	10-9	A	6	11-1	c Jr.H.
B.B.		3		C	left								
G.C.		3		A	left								
D.C.	109	3	8-0	C	4	10-6	B	5	10-10	C*	6	11-5	C-Jr.H.
A.G.	98	2½		C*	3			4	10-5	C	5	9-11	D* Jr.H.
D.H.	68	3	8-0	B*	4	9-10	B*	5	9-6	C	Special		class
S.M.	108	3	8-7	B	4	10-9	B*	5	10-0	B-	6	11-1	C Jr.H.
V.M.		3		C	4	left							
D.P.	116	3	7-10	B	4	10-4	B*	5	10-1	B-	6	10-7	C Jr.H.
M.R.		3	9-2	C	4	10-5	C-	5	10-9	C*	6	11-4	C Jr.H.
E.R.		3	8-5	B	4	10-1	C	5			6	12-2	C Jr.H.

Of these pupils six of the nine now in our system are in the junior high school, one in the special class and two in the sixth grade. In the Stanford Achievement Test, Form X given Jan. 22,1931 three were in the third quarter. Two are in the sixth grade this year.

* Over-age

CHAPTER 5

Retardation and its effects

As there are very few children in the Reading school system that are assigned to the same grade for a second year it was out of the question to make a satisfactory study of actual records. In June 1929 a boy, J.D., was not promoted to the junior high with his class. His school marks were poor, he was one of the lowest in his tests, he was a few months under age, and of only low average intelligence. The results were very unsatisfactory. His marks were no better and he lost all interest in school and made more or less trouble. It required constant watchfulness on the part of the attendance officer to keep him in school at all.

Last September he went to the junior high and we have heard no complaints since. His attendance is good and he has not become a problem in any way. He will never be a good scholar but he is happy and is working well.

That retardation is one of the burning questions in education to-day is shown by the fact that the first one hundred thirty pages in the Ninth Yearbook of Superintendence [1] are given up to discussing Pupil Promotion Problems. In tabulating the aswers to Question A," What are the most acute promotion problems in local school systems?"the report says, " A careful tabulation of replies from five hundred fifty-five superintendents of schools, representing cities of all sizes, shows that low-mentality and over age cases result in the most acute of all promotion problems." Following are some of the results of keeping children back:" Overage pupils are usually the ones who are failing. Keeping them in the grade where they can do the work makes them a social problem". J.E.Murphy, Supt. of Schools, Hurley, Wis.

" To retain an overgrown moron in a grade with considerably younger children is to set up a moral situation fraught with many bad possibilities."W.T.White, Supt. of Schools, Bonham,Texas.

" Our most acute promotion problem is children in the first grade who show such a marked inability to read that they are retained and then because of association with children decidedly younger than they are, become social misfits and lose confidence in themselves."Ralph L. Underhill,Supt. of Schools , Scarsdale, N.Y.

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1 Department of Superintendence, Ninth Yearbook, N.E.A. Feb.1931. Pages 35-42

"The greatest problem is with pupils who are incompetent to do the regular work generally offered. They are not poor enough to be among the mental defectives, but need special attention to make even moderate progress."E.H.Burdick, Supt. of Schools, Middletown, N.Y.

That there are great losses to the child who by repeated failures is prohibited from reaching the high school is well brought out by Arch O.Heck. He says," --the money used for pupils who fail during the year represents a definite waste or loss". *****" Among the losses other than financial is an educational loss."****" As long as children are not promoted and are held in the lower grades year after year, all the advantages of the modern high school are withheld from them. They have not only got little out of the academic work of the lower grades, but they are penalized for not having done better by being refused admission into a type of school work from which they might hope to benefit."

" There is,thirdly, a spiritual loss, that is, the loss of the individual's faith in his ability to succeed which results from continued failure. Such a loss can not be estimated but it is probably far greater than is commonly supposed. Children under the stigma of constant failure too frequently develop a failure complex that remains with them all their lives."

Heck, Arch. O.~~Heck~~, Administration of Pupil Personal, Ginn& Co., 1929. 354-6

" There is a fourth loss, a social one. When a fifth grade teacher has a large percentage of overage children in her class groups, she finds that she must give an undue amount of time to them if they are to succeed. Time which she should give to the younger and abler children is thus dissipated; the class work is put on a low level; the abler pupils form habits of indolence- they become mischief-makers and seriously interfere with the work of the group. Thus, social attitudes are formed at an early age that are just the opposite of those which the school is commonly supposed to form. It is common knowledge among teachers of experience that too frequently the big over-age boy or girl passes on to the younger children more bad and vicious habits than the teacher can hope to eradicate."

Heck speaks of three investigations which seem to show that a child who has not succeeded in one grade may succeed in the following grade. " Yet the three investigations to which reference has just been made unite to show that approximately 75% of the pupils thus listed for failure completed successfuly the work of the succeeding grade when given an opportunity to attempt it." Why then is it necessary to make all children who fail to reach an arbitrary standard repeat the grade?

There is proof enough that repeating a grade, except in

Heck.Arch O.,Administration of Pupil Personal, 1929, page 379

special cases, is usually bad in its results but so far no one has found an absolute cure for the trouble. Heck discusses five plans for reducing failures, the problem-project method, the Buckingham plan, the Rochester plan, and the case-study method. The Reading plan has succeeded in reducing the number of repeaters very materially. It cannot, however, prescribe its method as a universal panacea in its present stage of development.

This Plan Reduces Failure, School Bulletin (March,1924), Vol.11,p 3, Kansas City, Kansas

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SUMMARY

That there is need of improvement in our methods of education all are ready to admit. That our schools must recognize individual differences and provide special courses of study for both the gifted and the low normal child is also generally accepted but on the question as to how this adjustment is to be made authorities differ. There seems to be a rather strong sentiment in favor of homogeneous grouping, as a help in meeting the difficulty. A number of studies seem to indicate quite strongly that acceleration of the superior children is a good way of meeting their needs and at the same time of helping the slow child. All the evidence at hand tends to prove that the accelerated child of high ability can do the advanced work and is not seriously a mis-fit socially.

The over-crowded condition of the schools in the center of the town made it necessary to divide the classes in January 1926 and in the absence of data the teachers were really the ones who had the most influence in choosing the children who should make up the advance half grade. Of the seventeen pupils thus chosen to go into grade 5½ twelve went into the junior high school in September 1926. Two have moved out of town and ten are now in the senior high school. None have failed but two have not done satisfactory work. This poor work is not due to lack of ability.

There were various reasons for acceleration. Some pupils were put ahead because they needed more stimulation and competition; others because the work was so easy for them that they were forming bad work habits; some on account of lack of interest; some on account of age; others because their educational achievement was way above that of the grade where they were working; and some because of superior intelligence. For one or more of these reasons seventy-one children have been put on a rapid advance program.

Of these accelerates only one , who was ill and taken out of school for part of a year, has failed to do acceptable work in the elementary grades.

In some cases the accelerates came up to class standards on tests the first year of acceleration others did not do it for a longer time. No parent reported any ill effect upon health and a large majority of the answers to the questionnaire were decidedly favorable as to the effects of acceleration upon the pupils thus advanced. The teachers are convinced that removing the brighter children has been beneficial rather than otherwise to those left behind.

The records seem to indicate that the superior pupils will get higher marks in their school work if held in the elementary schools for six years. Is that therefore a wise thing to do?

Are we teaching children in hopes that they will all get as many " A's" on their report cards as is possible or have we another aim in view? Table on page 34 is suggestive as to what the result may possibly be .

Of the twelve slow pupils placed in grade $1\frac{1}{2}$, one was put in the special class, three are no longer in our schools, six of the eight left, 75%, entered the junior high school on time and because of homogeneous grouping are doing fairly well.

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